

## FREQUENTLY ASKED QUESTIONS ABOUT PI 34

*This document is available on the Department of Public Instruction's Educator Licensing Website at [www.dpi.state.wi.us/dlsis/tel/watsnew.html](http://www.dpi.state.wi.us/dlsis/tel/watsnew.html)*

### Information

Q: Ten teaching standards – what is the relation to district mission & goals?

A: The ten standards provide a framework of best practices in teaching and learning and district goals should parallel curriculum and instruction needs.

Q: Are the 10 Teacher Standards listed in order of importance?

A: No, they are in no particular order. All are essential competencies that describe best practices in teaching & learning. They represent what teachers should know and be able to do.

Q: Does an out-of-state person with more than five years experience need to take the subject matter exam?

A: Yes, if he/she completes his/her education program after 8/31/04.

Q: In what ways are student learning found in PI 34?

A: Evidence of student learning is required as part of the pre-service portfolio and the Master Educator's portfolio. It may also be included as documentation in the Professional Development Plan (PDP).

Q: Teachers, Administrators, and Pupil Services Standards have Knowledge, Skills and Dispositions (also called Knowledge, Dispositions and Performances) – where would districts access this information?

A: *Samples* of teacher KSDs are available from INTASC. Those for administrators are available from ISSLC and the pupil service KSDs are currently under development.

Q: What is the role of school boards with PI 34?

A: School Boards are legally responsible to implement PI 34.

Q: Will or could there be a master list of sponsored standards-based professional development compiled for districts to use as resource for Initial Educator (IE)?

A: No, we want district specific professional development. However, regional organizations or professional associations could help coordinate these types of opportunities with school districts.

Q: How have universities and other organizations been involved in the creation of PI 34?

A: Numerous education related organizations were involved in the original task force, were members of the work teams that drafted documents related to PI 34, and are members of the Collaborative Council involved in the PI 34 Dissemination.

### Logistics

Q: How does the Professional Development Plan (PDP) team come together?

A: PI 34 states that the Educator convenes the team. It is hoped that each district will have some framework/procedures for this to occur. For example, multiple methods of communication/support are available to aid in the PDP review process (electronic meetings, e-mail plan to team, etc.).

Q: Who is responsible for the time/compensation for the review teams? The Educator? The school district?

A: This is a local decision between the school board and the union.

Q: How are teachers paid for serving on PDP teams?

A: This is a local decision between the school board and the union.

Q: For districts that are “hesitant” or refusing to implement PI 34, what are the ramifications and how will they be monitored?

A: In Summer 2004 school districts must submit to DPI their plan for meeting the district requirements under PI 34. It is important that school districts implement PI 34 as their teachers, administrators and pupil service staff will need to be able to renew under the PI 34 rules so they can continue to be appropriately licensed.

Q: When will there be training for the PDP review team?

A: DPI is conducting a pilot of the PDP process over the course of the next school year which includes training for the PDP review teams.

Q: Districts are significantly more responsible for teacher licensure than ever before. Are there legal aspects districts should be made aware of?

A: There is an appeal process in place if an Educator is not satisfied with the decision of the PDP team. Ultimately, the decisions regarding *licensure* (not employment) are made by the State Superintendent with assistance from her advisory group, The Professional Standards Council.

Q: How do IHE (Institutions of Higher Education) faculty get reimbursed for the time and travel to be on an Initial Educator’s PDP team?

A: This is a local decision. There is no requirement for compensation but some possibilities include: 1) The school district can choose to use Title II or other funds; or 2) IHE are currently developing plans such as charging tuition to the Educator and awarding credit(s) for their participation in the PDP process.

Q: For the Initial Educator license, who qualifies as a higher education representative?

A: Anyone designated by a four-year IHE with an Educator training program.

Q: Is the IHE where the Initial Educator received training responsible for providing the IHE representative for that person’s team?

A: No.

Q: Is there a limit to the number of teams any one IHE will be expected to serve as a representative?

A: No.

Q: Who contacts the IHE to request a representative on an IE’s PDP team?

A: This is a local decision.

Q: Can a local association through the collective bargaining process negotiate the IHE representative out of the PDP team?

A: Yes, if approved by the State Superintendent.

Q: Any ideas on how to secure the IHE reps on the IE’s PDP team?

A: DPI is conducting a pilot to address issues like this one, but ultimately it is a local decision.

## Initial Educator

Q: Who determines whether an Initial Educator (IE) license is complete in 3, 4, or 5 years?

A: The license is valid for five years. However, the Initial Educator could initiate a review of his/her plan by the PDP team as early as the third year. If the PDP team verifies that the plan is complete, the Initial Educator can apply for the Professional Educator license.

Q: If Initial Educator chooses to submit his/her PDP as complete at 3 years, but it is NOT verified by team, does the Educator have a second and third chance in year 4 and 5?

A: Since the Initial Educator has the entire five-year period to meet the PDP requirements, the PDP team should continue to support the Initial Educator over years 4 and 5 so he/she can accomplish the goals of his/her plan.

Q: How will a district resolve the possibility of an Initial Educator being licensed even though they do not meet the district standards and are non-renewed?

A: Decisions regarding employment will still be made on the district level. This new system of licensure will not change how things currently work.

Q: If a teacher has a five-year license before 8/31/04 and then completes a program in school counseling after 8/31/04, can he/she renew both licenses with six credits?

A: No, a PDP is required since he/she would then be an Initial Educator in school counseling. If he/she wants to renew the Professional Educator teaching license at the same time that they get their Initial Educator license in school counseling, it will require two applications and two fees. However, when it is time to renew both, the PDP can also be used to renew the Professional Educator license and both can be renewed with one application and one fee.

Q: If, for example, a teacher who is at the Professional Educator level was licensed in social studies before 8/31/04 and then completes a program to be licensed as a science teacher after 8/31/04, is he/she an Initial Educator?

A: No. Since the teacher is adding another certification in his/her license category (teacher, pupil services, administration), the only way that someone can become an Initial Educator after being a Professional Educator is if he/she completes a program in a different category. For example, if a teacher with a Professional Educator license becomes a school counselor, then he/she would be an Initial Educator for school counseling. Similarly, if a school counselor who is at the Professional Educator level wants to be an administrator, he/she would be an Initial Educator for administration.

Q: How do school districts support an Initial Educator trained at an out-of-state institution that used different standards?

A: The majority of states are training their students using standards that are quite similar to those used in Wisconsin. In addition, school districts are required under PI 34 to provide orientation and ongoing support seminars for all Initial Educators.

Q: What is the process in determining who selects peers for the Initial Educator's PDP team?

A: This is a local decision.

Q: Whose responsibility is it to select the Initial Educator's PDP team?

A: The administrator is designated by the school board. The peer (not the mentor) is selected by other district peers. The selection of the IHE representative is a local decision.

Q: If a teacher is new to a building or school district but not new to teaching, is he/she an Initial Educator?

A: No, not if he/she already holds a Professional Educator license. Further, the PDP can be transferred to the new building or school district as it is the Educator's property and is transferable.

Q: Can the administrator serving on an Initial Educator's review team be that person's Principal (or must it be a different administrator)? It is a conflict of interest to some extent.

A: There is nothing in the rule to prohibit this from happening. However, it may be easier for all involved if another Principal serves on the Initial Educator's team. Either way, it is vital that everyone realizes that the PDP process for license renewal and teacher evaluation are two separate processes.

Q: What happens if an Initial Educator cannot find employment and cannot meet the requirements to become a Professional Educator?

A: The Initial Educator license is a five-year nonrenewable license *unless* the individual has not been employed as an Educator for at least two years within this five-year period.

## **Professional Development Plan**

Q: How often & when are PDPs reviewed—besides when it is changed?

A: The PDP team must receive the PDP to review it at the beginning of year two (by October 1) and again in the final year (no later than January 15). The Educator must complete an annual review form in years 2, 3, and 4. This annual review form is reviewed by the PDP team only if the Educator has made major revisions to the PDP. Please see the detailed information in the "The Professional Development Plan (PDP) for Wisconsin Educators" guide.

Q: Does there have to be two goal statements? One goal for one standard – a second goal for the second standard?

A: No, a goal can include multiple standards, but it must include at least two. However, the Educator can have more than one goal if he/she wants.

Q: What might the product of the first year of self-reflection look like? What about the evidence of annual review of the PDP in years 2, 3, and 4?

A: Please refer to the "The Professional Development Plan (PDP) for Wisconsin Educators" guide for more information regarding all of these questions.

Q: In the PDP, why wouldn't a beginning teacher choose standards where he/she is already strong and simply document them? If this is OK, what is improved?

A: The Educator is a professional. As such, they are required to identify activities that they feel would help meet the goal(s)/standards they agreed to work on.

Q: Does the PDP team sign off annually on the plan?

A: No, only if there are major changes in the goal(s).

Q: Who has the final say regarding if a "major revision" to a goal has taken place – thus requiring the PDP team to review?

A: If the Educator decides to work, for example, on a different goal(s) that would constitute a major revision. The Educator should contact his/her team members if they have questions about what is considered a "major revision" since ultimately that PDP team must approve the plan as laid out in the early part of year two.

Q: What does it mean for a PDP goal to be “verifiable”?

A: “Verifiable” means using documentation to confirm completion of the goal.

Q: Is the PDP going to be “fine tuned” to meet the needs of Pupil Services staff?

A: There now is a “The Professional Development Plan (PDP) Process for Wisconsin Pupil Services Personnel” guide.

Q: What if an Educator can meet his/her goal in less than five yrs?

A: The length of the Professional Development Plan/license is five years and it requires annual review by the Educator.

Q: Who decides if a goal is “quality”?

A: The PDP team verifies the goals using the following criteria: relevancy, verifiability, impact on student learning, and impact on professional growth.

Q: How can we account for some districts having very rigorous rules for the PDP and other districts having very lax rules?

A: All districts need to use “The Professional Development Plan (PDP) for Wisconsin Educators” guide to ensure equitability unless the district has a negotiated agreement approved by the State Superintendent.

Q: How does the process work for Educators who move from one district to another? Do they get a new PDP team?

A: The PDP is the property of the Educator so it is transferable and goes with them. Yes, a new team could be formed at the new school.

Q: What is the process for the PDP team to give “feedback” to the plan?

A: The PDP team would review the PDP using the PDP checklist. For more information, see “The Professional Development Plan (PDP) for Wisconsin Educators” guide.

Q: How do PDP’s work for non-classroom teachers such as curriculum coordinators?

A: There is a parallel process in place for Administrators (and/or Pupil Service staff).

Q: Will there be a template for the PDP on the website?

A: This information is already available on the DPI website under Educator Licensing, PI 34 Implementation News.

## **Professional Educator**

Q: Clarify the Professional Development Plan team. Who chooses the peers? Does the district select one team per building?

A: This is a local decision.

Q: Should there be a more rigorous requirement for people with five years of experience coming in from out-of-state before they get a Professional Educator license?

A: We believe that through the training they had at their college (usually using similar standards), the out-of-state review by DPI staff, and the opportunity they will have to be a part of the new licensing system, these out-of-state Educators will be well prepared to meet Wisconsin’s high standards.

Q: Can an Educator licensed before 2004 choose to renew with a PDP and then switch back to “old” six credits system for later renewals?

A: Yes.

## **Administration/Pupil Services**

Q: Why is the Professional Development Plan team for pupil service staff three licensed pupil service professionals? All teachers interact with pupil service staff, shouldn't the team be varied?

A: We believe that communication will be enhanced when people with similar experiences and background knowledge are able to work together as a team.

Q: If an administrator comes from a small district, may they have administrators from another district serve on his/her committee?

A: Yes. This option is also applicable in other instances (i.e., pupil services).

## **Master Educator License**

Q: There are two paths to the Master Educator license: National Board and the Wisconsin Master Educator Assessment Process (WMEAP). Are these the only two paths recognized?

A: Yes, these are the only two paths that are recognized.

Q: What kind of license does an Educator get who obtains National Board certification?

A: A 10-year Master Educator license in the area of his/her National Board certification.

Q: What incentives are being provided to encourage teachers to pursue the Master Educator license?

A: The incentives are that it is a ten-year license and that many school districts are changing their salary schedule to compensate those with the Master Educator license. In addition, the National Board certification is still an option and it currently includes a stipend. Further, and most importantly, we strongly believe that through the process of attaining the Master Educator license, Educators will grow and become more effective and valuable to their school district and community.

Q: National Board certification has a \$2300 fee attached to it and grant money to support successful candidates. Will the Master Educator (Wisconsin process) have similar costs and monies to support candidates?

A: This has not yet been determined by the state legislature.

Q: Under the Master Educator guidelines, what is a related master's degree?

A: A degree related to education and/or content area.

Q: Can a district make the requirement for a Master Educator more rigorous than the states'?

A: No, the review for a Master Educator is *not* a school district function. For more information, refer to the “Guidebook for the Wisconsin Master Educator Candidates.”

Q: Will there be another process for dissemination of master administrator licensure info?

A: Yes, we will hold workshops.

Q: Assessors for WMEAP includes three Educators with the same or similar jobs. This team may include a school board member – Is school board member one of the three assessors or an additional member?

A: The team can include a school board member (appointed by the State Superintendent). This person would be in addition to the three Educators.

Q: Must the Master Educator Assessor be active in education (similar position) or can they be retired from teaching?

A: They can be retired, but they must have a valid/current license.

Q: Speech Language Pathologists get a Certificate of Clinical Competence through the American Speech-Language-Hearing Association. Can this be equated to Master Educator license or do they have to go through the whole Master Educator process?

A: These types of national certifications will be taken into account, but to become a Master Educator the entire process must be completed.

Q: What is the make-up of the teams that review & approve the portfolio for the Master Educator level?

A: The portfolio is assessed by DPI-trained assessors.

## **Mentoring**

Q: How are mentors selected?

A: Local decision between the school board and union. However, PI 34 states that anyone serving as a mentor must be trained.

Q: Is appointing of mentors collaborative?

A: This is a local decision, but ultimately it is the responsibility of the school district to provide a mentor. Based on our research, best practice indicates that a collaborative approach is preferable.

Q: Do mentors need to be approved by the school board?

A: This is a local decision.

Q: What is the training requirement for mentors?

A: Mentors must be trained in the Standards and the PDP process.

Q: How long does a district need to assign a mentor to an Initial Educator?

A: PI 34 states that the length is fewer than five years. Best practice suggests at least one year, but new teacher retention data suggests three years is best.

Q: Since the mentor must have a Professional Educator license, does a currently licensed teacher under the old system qualify?

A: Yes, if they have received training to be a mentor.

Q: What does mentor input into “confidential formative assessment” mean?

A: The “formative assessment” means that the mentor will give feedback to the Initial Educator to help him/her grow. This confidential feedback will be given only to the Initial Educator. We believe that if the mentor participated in the evaluation process this would compromise his/her ability to truly mentor the Educator by impeding open communication between the two. The mentor should not be involved in evaluating the Initial Educator.

## Other

Q: How soon can the PDP be used for license renewal?

A: For Initial Educators, the first license will be issued for the period of 2005 to 2010. The earliest review of a PDP will be on or after 7/1/2008 (since Initial Educators have the option of renewing after 3 years). Consequently, the Department has determined that the 7/1/08 date will be first date available for Professional Educators to renew using the PDP. Thus, a Professional Educator's license that expires in 2005, 2006, or 2007 must be renewed using the semester credit/equivalency clock hour option.

Q: I am not currently in a classroom school setting but want to do a PDP to renew my license. How?

A: There will be opportunities to use the PDP model for Educators in these types of situations. DPI is currently working on a system that will be shared for those that will renew in 2008 or later.

Q: How much longer will DPI clock hours be valid for use in license renewal?

A: DPI clock hours may be earned until 6/30/04 and can be used to renew a license as part of "old" 6 semester credits system with effective date of 7/1/08 or earlier. DPI Clock hours cannot be used for renewals after 7/1/08.

Q: How do the changes under the No Child Left Behind (NCLB) affect what is happening under PI 34?

A: There is a relationship between PI 34 and NCLB. For more information, please see the DPI website at: [www.dpi.state.wi.us](http://www.dpi.state.wi.us) – use the link to No Child Left Behind.

Please visit our website [www.dpi.state.wi.us/dlsis/tel](http://www.dpi.state.wi.us/dlsis/tel) (look under PI 34 Implementation) periodically to see updated versions of this document.